

***I Know How to Develop a Career Plan.***

**AREA:** Career Planning and Exploration  
**CATEGORY:** Planning and Developing Careers  
**TIME:** 50 minutes  
**GROUP SIZE:** Small group or class  
**GRADE LEVEL:** 11-12  
**MATERIALS:** "Career Planning" student handout and "Career Planning Survey" activity sheet

***Career Planning******Introduction:***

This lesson encourages students to consider careers that may bring about an enjoyable and productive life. Time spent developing knowledge in successful career decision-making or planning is essential.

***Procedure:***

1. Distribute the "Career Planning" student handout.
2. Provide ample time for students to read the handout.
3. Generate a brief discussion with students as to what encompasses successful career decision-making (learning about what is important to them, realizing interests and abilities, possessing basic academic skills, learning about local career opportunities, etc.).
4. Distribute and ask students to complete the "Career Planning Survey" activity sheet.
5. Review each question and encourage students to share their answers. Advise the students to keep in mind the following questions for self-evaluation when answering the survey questions:
  - a) What kind of decisions can be made regarding the item?
  - b) What kind of decision(s) might be needed in the future (i.e., next year, after graduation) regarding the item?
  - c) What kind of information would be helpful in making career decisions?
6. Encourage the students to schedule individual conferences to review the survey and assess their current career planning needs.

***Notes:***

Collect the "Career Planning Survey" activity sheet at the end of the activity. Seek out students who do not actively participate or who may doubt their career planning needs.

***Evaluation Suggestions:***

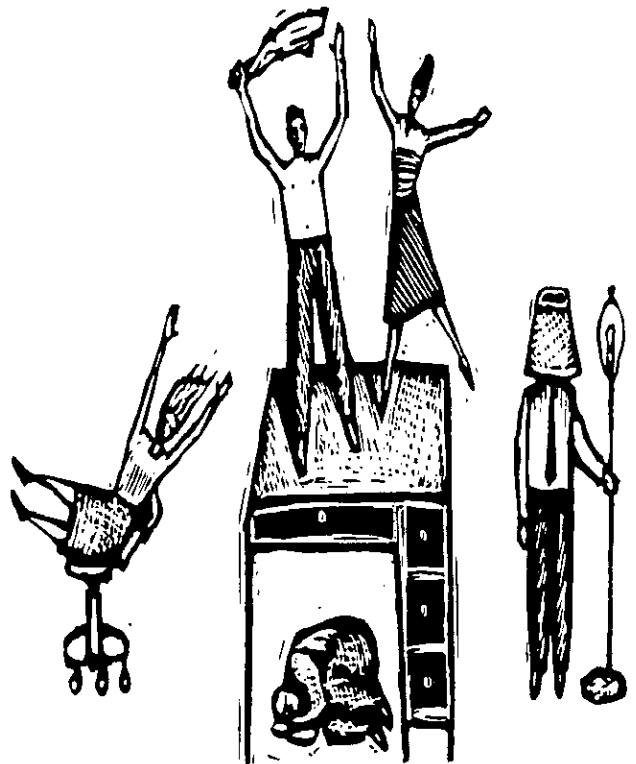
Refer to Section VI of the manual.

## Career Planning

**W**hat are you doing for the rest of your life? Your career will affect how much money you will have, your leisure time, where you will live, whom you will know, and it will greatly affect whether or not you are basically satisfied with your life.

Most people spend between 20 and 45 years of their lives working full-time. If your career will take up that much of your life and make a big difference in how you live, isn't it worth some serious career planning NOW? Choosing a career that is right for you can lead to an enjoyable and productive life.

What should you do now? You should not try to make an absolute career decision! Because it usually takes 10 years to establish a career lifestyle, you should keep in mind the following four areas that are basic to successful career decision-making.



### **Learn about yourself-your interests and abilities.**

- A. Take interest and aptitude tests as they are offered in high school. Learn what you do well and where you need to improve.
- B. Watch yourself. Notice the patterns of your choices, interests, and abilities as they have developed over the years through school, jobs, hobbies, and other activities.
- C. Listen to what friends, counselors, teachers, and parent(s)/guardian(s) tell you about yourself. What kinds of things do they say you do well? What kinds of things do they notice you enjoy? Sometimes outsiders have a better view of us than we do.

### **Learn basic academic and computer skills.**

Be sure to have a good foundation in reading, writing, and math. Learn as many technical and computer skills as possible. If you do not possess these skills, you may have very few career choices open to you.



### ***Learn about careers appropriate for you.***

This will take time and effort. Search until you can find a career that suits you.

- A. Research careers that interest you or that are suggested by interest inventories, aptitude surveys, counselors, teachers, parent(s)/guardian(s), and friends.
  - 1. The guidance office at your school should have updated information on many occupations. The guidance office may also assist you in analyzing your interests.
  - 2. The library is another source of career information. Ask the librarian for assistance.
  - 3. Search the Internet for information about specific careers. Be sure to gather information from a reputable site.
- B. Talk to people in careers that interest you and find out how they prepared for their present jobs. Ask how much and what types of education and experience are required.
- C. Get some experience.
  - 1. Volunteer or work in a situation in which you can gain experience in a career of interest to you.
  - 2. Attend summer workshops that might help you investigate a career.
- D. Be open-minded, flexible, and true to yourself. Jobs chosen for status or large salaries may not be satisfying in the long run.

Some methods for gaining direct occupational preparation are:

- 1. *Military service training programs*
- 2. *Apprenticeships*
- 3. *Community college transfer programs*
- 4. *Community college occupational training*
- 5. *Business, technical, trade, and vocational schools*
- 6. *Fine arts schools*
- 7. *On-the-job training*
- 8. *Some college and university programs*



### ***Learn about the preparation necessary for careers that seem to fit you.***

- A. Plan your high school courses so that you are ready for several occupations and are able to enter more than one kind of training. A strong background in English, mathematics, social studies, science, and computer science is recommended.
- B. Expect to continue your education or get additional training after high school. Eighty percent of all jobs today require additional training or education.
- C. Expect to obtain more training and education as you get older or change careers. The average American adult changes jobs six times during his or her lifetime.
- D. Examine ALL post high school options. A college education may expand your knowledge base, but it may or may not directly prepare you for a job.

## Career Planning Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: For the following items, check the lines of the answer or answers that apply to you. All items marked with an asterisk \* are to be marked with only one answer.

1. To plan my high school educational program, I would like to have help finding out about:

<input type="checkbox"/> Graduation requirements	<input type="checkbox"/> Volunteer work experience
<input type="checkbox"/> Elective courses I might study	<input type="checkbox"/> College entrance requirements
<input type="checkbox"/> Requirements for courses I may want to study	<input type="checkbox"/> Preparation for special training after high school
<input type="checkbox"/> Courses that best prepare me for a career	<input type="checkbox"/> Part-time jobs which may be open to me now
<input type="checkbox"/> Extracurricular activities available to me	<input type="checkbox"/> Careers which may be open to me
<input type="checkbox"/> Work study program (school credit for work)	<input type="checkbox"/> I do not need any help

2. \*Based upon the facts I now have, my plans for the future are:

☐ To leave high school before I graduate  
☐ To graduate from high school  
☐ No definite plans right now

3. \*Based on the facts I now have, when I leave school I plan to:

<input type="checkbox"/> Go right to work	<input type="checkbox"/> Become a homemaker
<input type="checkbox"/> Enter the military	<input type="checkbox"/> Become an apprentice
<input type="checkbox"/> Attend a vocational-technical school	<input type="checkbox"/> Attend adult education courses
<input type="checkbox"/> Attend junior college	<input type="checkbox"/> Go into business with a relative or a friend
<input type="checkbox"/> Attend a four-year college or university	<input type="checkbox"/> No definite plans

4. \*Have you discussed your plans (as indicated in #2 and #3) with your parent(s)/guardian(s)?

<input type="checkbox"/> No, I have not	<input type="checkbox"/> Yes, and they agree
<input type="checkbox"/> Yes, but they are not in complete agreement	<input type="checkbox"/> Yes, but I really don't know what they think

5. \*Comparing the grades I have earned with my ability, I think:

☐ My grades are a fair indication of my ability.  
☐ I have more ability than my grades indicate.

6. I think my strongest abilities are in:

<input type="checkbox"/> Language arts	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Physical work	<input type="checkbox"/> Clerical work
<input type="checkbox"/> Mechanical work	<input type="checkbox"/> Social studies
<input type="checkbox"/> Science	<input type="checkbox"/> Marketing or business
<input type="checkbox"/> Fine arts	<input type="checkbox"/> Foreign language
<input type="checkbox"/> Other _____	<input type="checkbox"/> Computer science

7. \*In respect to my strengths and weaknesses:

- ☐ I feel that I know what my strengths and weaknesses are.  
☐ I would be interested in activities designed to help me learn more about my strengths and weaknesses.  
☐ I do not know what my strengths and weaknesses are.  
☐ I do not care about my strengths and weaknesses.

8. I plan to concentrate my studies in high school in one or more of the following areas:

- |  |   |
|--|---|
| <input type="checkbox"/> Business education      | <input type="checkbox"/> Industrial arts    |
| <input type="checkbox"/> Home economics          | <input type="checkbox"/> Mathematics        |
| <input type="checkbox"/> Science                 | <input type="checkbox"/> English            |
| <input type="checkbox"/> Social studies          | <input type="checkbox"/> Foreign language   |
| <input type="checkbox"/> Speech and drama        | <input type="checkbox"/> Agriculture        |
| <input type="checkbox"/> Art                     | <input type="checkbox"/> Vocal music        |
| <input type="checkbox"/> Instrumental music      | <input type="checkbox"/> Physical education |
| <input type="checkbox"/> Not sure at this time   | <input type="checkbox"/> Other _____        |
| <input type="checkbox"/> I do not have any plans |   |

9. \*How sure am I that my choices in #8 are really what I want?

- ☐ Very sure  
☐ I think so but I am not sure  
☐ I am not sure

10. \*I chose the courses in #8 because:

- |   |   |
|---|---|
| <input type="checkbox"/> I am interested in these courses.                                  | <input type="checkbox"/> These courses fit my abilities.          |
| <input type="checkbox"/> I am interested in them and they fit my abilities.                 | <input type="checkbox"/> I had little or no reason for my choice. |
| <input type="checkbox"/> This course or these courses will help prepare me for what I want. |   |

11. The career path that interests me the most is:

\_\_\_\_\_